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ABSTRACT

Supreme Court decisions and Acts of Congress relating to students' rights are discussed in this pamphlet. The legal principles outlined by the Supreme Court decisions are presented for various areas, including religion, speech and expression, flag salute and pledge of allegiance, suspension and expulsion, racial discrimination and segregated schools, and enforcement of legal rights. Some background information on respective cases is provided. The rights given through Acts of Congress are described for the areas of student records, discrimination against minority group students, sex discrimination, and the rights of handicapped children and special education. Steps a student should take in the event that his/her rights are violated are suggested. A listing of organizations that offer advocacy and other services to young people in need is appended. (Author/EB)

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YOUR LEGAL RIGHTS & RESPONSIBILITIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A GUIDE FOR PUBLIC SCHOOL STUDENTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Human Development Services
Administration for Children, Youth and Families
Youth Development Bureau

DHEW Publication No. (OHDS) 78-26048

Foreword

This pamphlet is the first of two related publications dealing with the rights and responsibilities of the public school student. It is intended to serve as a brief guide for students so they can understand their rights in times of need and, hopefully, also as an encouragement to thought and discussion whether in or out of the classroom.

The second booklet, **The Rights and Responsibilities of Students,** is addressed to the entire school community—students, teachers, administrators, parents and interested community persons. It provides a more lengthy discussion of legal rights and responsibilities, including those which, because of differences in the law in various parts of the country, are not so easily summarized in a handbook that is for nationwide distribution. In addition, the second publication offers a suggested model code of student rights and responsibilities and recommendations for the development of a local code at the school or school district level.

We hope that these two pamphlets will serve to foster the atmosphere of enlightenment and respect for others which is required for the survival of human rights in any setting.

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Introduction

Changes in our American system of law sometimes come very quickly. One type of law that has gone through many changes recently is that of the legal rights and responsibilities of the public school student. Several Supreme Court decisions have outlined some legal principles, based on our Constitution, in this area. These principles, along with some background information on the cases, are discussed in the first section of this pamphlet. No public school may alter these principles, even with the approval of a majority of the students. They are the law of the United States.

Read the areas marked "YOUR RIGHT" and "YOUR RESPONSIBILITY" carefully. If, at any time, you feel that your rights have been violated, study **both** the rights and responsibilities again. If you still believe a violation has occurred, there are several steps you should take. First, you should try to solve the problem by talking it over with the teacher or administrator directly involved. Generally, it is best to bring a parent or guardian with you at this point. If you have any questions about your legal position, it may be helpful for you and your parent to ask a community youth advocate (see Appendix) or an attorney* for advice before speaking to the school official involved. If, after this meeting, you are not satisfied with the decision made or action taken, you should then appeal to higher school officials all the way up to the board of education. Since lawsuits usually take a great deal of time, trouble and money, the best way to enforce your rights is to try any and all methods available to you before going to court. In fact, courts often will not hear a case until this has been

* In many communities, a local legal services organization will provide assistance to those who cannot afford the services of a private attorney.

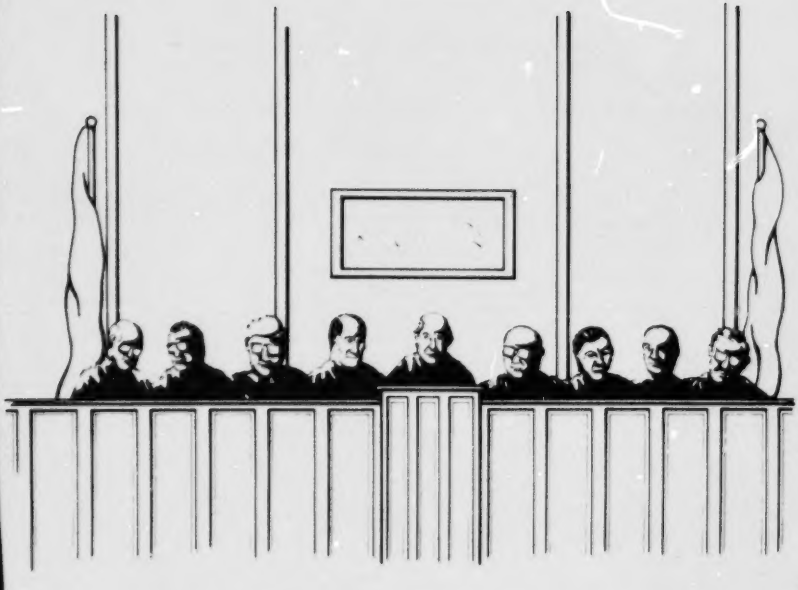
done. Finally, if and when all your appeals to school officials are unsuccessful, you should **definitely** contact a representative from a youth advocacy group or an attorney for legal advice, if you have not already done so.

One more point is worth mentioning here. If your problem with school concerns a rule or regulation that you feel violates your rights, you should remember that the best way to challenge a rule is not to break it while you are trying to have it changed. In fact, your efforts will probably be taken more seriously later on if you can show that you were responsible enough to follow the rule while the dispute was going on.

The second chapter of this pamphlet sets forth additional rights that you have been given through several Acts of Congress. There are no responsibilities that students must meet before receiving the protection of these laws. It may be easier for you to think of them as responsibilities that your school has to you. The Acts apply to schools that receive Federal funds. The addresses of offices that enforce these laws are given in the second section of this pamphlet, after the discussion of each Act. Of course, here too, you should try to correct any problems by appealing directly to school officials before making an official complaint.

There are many other areas of student rights and responsibilities that are not covered in this booklet, including search and seizure, student publications and others. The law in these areas is not clear at this time and often differs among States and jurisdictions. A discussion of these issues was not included in this guide because it is intended to apply to all public school students in every area of the United States. For information on these topics, you may wish to consult the companion to this pamphlet, **The Rights and Responsibilities of Students: A Handbook for the School Community,** available from the Youth Development Bureau. It contains a model code with brief discussions of legal trends in many areas not mentioned here.

The Youth Development Bureau produced this pamphlet to help you understand the legal rights and responsibilities that you have while you are attending school. However, be careful not to consider it as a final source of legal advice. There is no substitute for professional legal counsel. Also, a lawyer or advocate can advise you on any additional laws which apply to your city or State and any new changes in the law which have taken place since this pamphlet was published.



Supreme Court Decisions

Religion

YOUR RIGHT: The school may not interfere with your right to observe any religion (or none at all if you wish) by requiring, establishing or conducting religious exercises for you.

Background: In 1962, a group of parents sought to have a New York law declared unconstitutional. The law provided an official prayer for use in the schools of the State. Even though the law allowed for students to be excused from the classroom during the prayer, the Supreme Court found it unconstitutional. The Court did so because the law violated the First Amendment to the Constitution, which forbids the government from passing laws that establish religion.[1] Similar laws in Maryland and Pennsylvania were also found to violate the First Amendment one year later.[2]

These rulings do not mean that the school should be hostile toward religion. They do mean that schools, as part of the State, must be "neutral" toward specific types of religion as well as to religious activity in general.[3] The State simply must leave choices about religious activities to the people themselves.[4] This principle applies directly to student rights: the school must leave choices about religious activity to the students themselves.

Students have a responsibility in this area also. The law gives students the right to observe or follow any religious belief, or none at all, if they wish. Students, in turn, must allow the same freedom and respect to others. There is nothing in either of the cases that would prevent a school from disciplining a student who,

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[1] **Engel v. Vitale,** 370 U.S. 421 (1962).

[2] **Abington School District v. Schempp,** 374 U.S. 203 (1963).

[3] **Id.** at 222.

[4] **Engel, supra** at 435.

for example, harassed or tried to embarrass another for wearing a yarmulke, crucifix or other religious symbol to school.

YOUR RESPONSIBILITY: You have the responsibility to respect the religious beliefs and observances of others.

Speech and Expression

YOUR RIGHT: You have the right to express your views, either orally or symbolically (through buttons, armbands, symbols on clothing, political salutes, etc.) however unpopular or critical of school or governmental policy they may be.

Background: By December of 1965, the conflict in Vietnam had become a controversial national issue. Mary Beth Tinker, her brother John, and Christopher Eckhardt were students in Des Moines, Iowa at this time. In order to express their opposition to the war, they and several other students wore black armbands to school on December 16. They did this even though a group of Des Moines school principals had met and decided not to allow students to remain in school if they wore the bands. The principals later claimed that they made the rule because they were afraid that the armbands would disrupt the operation of the school.

When the students arrived at school, no disruption occurred. They were sent home anyway for violating the principals' rule. Through their parents they filed a complaint with the Federal District Court. Eventually, the Supreme Court heard their case. The Court ruled that when the officials enforced this rule, they had violated the students' right of free speech.[5]

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[5] **Tinker v. Des Moines Independent Community School District,** 393 U.S. 503 (1969).

There are responsibilities that go along with this right. The Court noted that, in this case, the passive, silent protest of the armbands did not really threaten to disrupt the normal operation of the school.[6] However, a school can act to prevent expression which does threaten to "materially and substantially" disrupt or interfere with school activities. For example, if the students had planned to start shouting about the war in the middle of a class, no court would have stopped the school from preventing them from doing so.

There is another responsibility that limits the right of free speech of all persons, including students. The law does not protect speech that is slanderous. Slander has been defined as "[o]ral defamation; the speaking of false and malicious words concerning another whereby injury results to his [or her] reputation."[7] Thus this right does not permit a student to harm the reputation of another student, a teacher or an administrator by making false statements.

YOUR RESPONSIBILITY: When expressing yourself, you must do so in a manner that does not "materially or substantially" disrupt the operation of the school.

YOUR RESPONSIBILITY: You may not, in expressing yourself, violate another person's rights by using slanderous speech.

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[6] **Id.** at 508.

[7] **Black's Law Dictionary** 1559 (4th ed. 1968).

Flag Salute and Pledge of Allegiance

YOUR RIGHT: You may not be forced to take part in the salute to the Flag or Pledge of Allegiance if doing so violates your beliefs or values.

Background: The Supreme Court heard a case in 1943 concerning the right of students to refuse to participate in the salute to the Flag and Pledge of Allegiance. The suit was brought by a group of parents who were Jehovah's Witnesses. They sued the State of West Virginia because a State law required all students to observe the salute and pledge. Students who refused to participate could be expelled from school under the law. The parents claimed that saluting an "image" such as the Flag violated their children's religious beliefs. The Court declared the law unconstitutional and ordered that it no longer could be enforced.[8]

In this case, the student's refusal to participate was based on their religious beliefs. However, Justice Jackson, who wrote the opinion, stated that religion was not the central issue.[9] The forcing of students to observe the activities violated their freedom to differ under the First Amendment to the Constitution, as it applies to States under the Fourteenth Amendment.[10]

There was a responsibility that was suggested in the decision. The Court noted that the Witnesses were in no way interfering with the rights of others when they refused to participate.[11] It is clear that a school could discipline a student who, for example, after refusing to observe the pledge, made noise to prevent other students from taking part.

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[8] **West Virginia State Board of Education v. Barnette,** 319 U.S. 624 (1943).

[9] **Id.** at 634.

[10] **Id.** at 642.

[11] **Id.** at 630.

YOUR RESPONSIBILITY: If you refuse to participate in the salute to the Flag or Pledge of Allegiance, you may not disrupt the activity of others who choose to do so.

Suspension and Expulsion

YOUR RIGHT: Before you may be suspended **from school for ten days or less, the suspending official must:**

1. **Tell you what rule you have broken, or write it down and give you a copy.**
2. **Explain to you why he or she believes that you broke the rule if you deny it.**
3. **Give you the chance to tell your version of what happened.**

Background: In 1971, a student named Dwight Lopez was suspended from his school in Columbus, Ohio. He was suspended because a school official thought that he was involved in a lunchroom disturbance. No one ever told Dwight what he was accused of doing. He never had a chance to tell his side of the story. He was merely told not to come back to school for ten days. With the assistance of their parents, Dwight and several other students who were suspended that day sued the school officials. They claimed that their suspensions were unfair. When the case got to the Supreme Court, the justices agreed. They established three rules (above, under "Right") which school officials must follow before suspending a student.[12] These rules apply only if you are suspended for ten days or less. The Court mentioned that longer suspensions or expulsions might require a more formal procedure. However, the court also stressed that there are some responsibiliites (below) that go along with this right.

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[12] **Goss v. Lopez**, 419 U.S. 565 (1975).

YOUR RESPONSIBILITIES: First of all, you have the responsibility to follow school regulations. The Constitution does not shield you from suspensions "properly imposed" according to the above procedures.[13] Secondly, if your conduct is dangerous to other persons or continually threatens to disrupt school, you may be suspended immediately.[14] In such cases, a hearing in which the above rules are followed should be given as soon as practicable after you are suspended.

Racial Discrimination and Segregated Schools

YOUR RIGHT: The State, or other governmental body, may not establish racially segregated schools, thus depriving you of your right to an education, regardless of race.

A group of black students went to court over laws which they felt were unfair in 1954. Through their legal representatives, they challenged laws in the States of Kansas, South Carolina, Virginia and Delaware that allowed school districts to segregate students by race into separate schools. This resulted in the famous **Brown v. Board of Education** decision.[15] The Supreme Court decided that racial segregation in public schools was discriminatory and unconstitutional. Later, the Court ordered the school districts to begin admitting black students to schools on a non-discriminatory basis "with all deliberate speed."[16]

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[13] **Id.** at 579.

[14] **Id.** at 582.

[15] 347 U.S. 483 (1954).

[16] **Brown v. Board of Education**, 349 U.S. 294 (1955).

The **Brown** decision turned out to be only one chapter in the long and difficult struggle against discrimination in American schools. Many lawsuits have been brought concerning resistance, delays and half-hearted, ineffective school desegregation plans by school districts in different parts of the country. Ten years after **Brown,** the Supreme Court heard a case in which one Virginia county closed all of its public schools and gave students grants to attend segregated private schools. The Court held that the action was taken only as a result of opposition to desegregation, and declared that the time for "deliberate speed" had run out.[17]

Four years later, the Supreme Court ruled that the test of a desegregation plan is that it works **now.**[18] In that case, a school district claimed that its "freedom of choice" plan was satisfactory under the law. Under this plan, pupils chose which school they wished to attend. The Court noted that, as a result of the plan, 85% of the black students in the district still attended all-black schools. The Court then declared that in this case, a "freedom of choice" plan was not acceptable since speedier, more effective ways to convert the school system were available.[19]

Disagreements concerning effective means of desegregation of schools are still widespread. For example, in a recent case concerning a Northern school district, the Supreme Court decided that, on the facts of that particular case, a lower court's order that included suburban schools in a desegregation plan for Detroit was improper. The lower court was directed to issue an order for desegregating Detroit schools only.[20]

Of course, there are no responsibilities that a student must meet before receiving the basic right of protection

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[17] **Griffin v. County School Board,** 377 U.S. 218 (1964).

[18] **Green v. County School Board,** 391 U.S. 430 (1968).

[19] **Id.** at 441.

[20] **Milliken v. Bradley,** 418 U.S. 717 (1974).

from governmental discrimination. The Congress has gone beyond the school desegregation issue and has enacted laws that deal with school discrimination on many different levels. A discussion of these laws and enforcement procedures is offered in the second part of the pamphlet.

Enforcement of Legal Rights

In the cases discussed in Section One, the Supreme Court upheld students' rights by declaring laws unconstitutional and issuing injunctions. An injunction is an order issued by the court commanding a person or persons to perform an act or forbidding them from performing one. There is another way that a court can enforce legal rights. Courts often award damages to the party that wins the lawsuit. Damages are amounts of money paid to a person who proves that he or she has been harmed by the act of another.

Recently, the Supreme Court made it easier for students to collect damages when their rights are violated by school officials. In a case involving the expulsion of two girls from a high school in Arkansas, the District Court ruled that students could not collect damages unless school officials violated their constitutional rights "with malice."[21] However, when the Supreme Court reviewed the case, they ruled that students can be awarded damages if a school official "knew or reasonably should have known" that the action taken would violate the student's "clearly established constitutional rights."[22] It is, of course, difficult to apply this rule to specific cases, and you should never try to decide on your own what rights are clearly established or when school officials know or reasonably should know what your rights are. However, two points are clear from the

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[21] **Strickland v. Inlow,** 348 F. Supp. 244 (W.D. Ark. 1972).

[22] **Wood v. Strickland,** 420 U.S. 308, 322 (1975).

case. First, school officials now have a certain amount of responsibility to know what your important constitutional rights are. Secondly, administrators no longer have as much immunity from damage awards as they once enjoyed.

Acts of Congress

Student Records

In 1974, the Congress passed the Family Educational Rights and Privacy Act.[1] This law gives you, if you are "an eligible student," or your parent or guardian if you are not, certain rights regarding your educational records. An eligible student is one who has reached the age of 18 or is attending any school after graduation from high school.

The law requires that schools receiving Federal* funds must:

1. Allow the parent or eligible student to review and inspect the student's record. This rule does not apply to records made and kept by one person, such as a psychologist or social worker, which are not shared with anyone but a substitute for that person.
2. Give the parent or eligible student the chance to challenge the records in a hearing to make sure that they are not misleading or inaccurate.
3. Obtain written permission from the parent or eligible student before revealing the records to other persons.
4. Notify parents or eligible students of their rights under this law.

There are some exceptions to rule number 3, above. School personnel may show or turn over records without permission to:

1. Other officials of the same school.
2. Officials of other schools in which the student seeks or intends to enroll.

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[1] 20 U.S.C. § 1232 g. (Supp. IV, 1974).

* *Technically, the Act covers only schools receiving funds from the Office of Education. The Office of Education provides funds to nearly every public elementary and secondary school in the United States.*

3. Certain Federal, State and local authorities performing functions authorized by law.
4. Individuals or organizations in connection with a student's application for or receiving financial aid.
5. Court or law enforcement officials, if the school is given a subpoena or court order.

Also, in an emergency, the school may turn over records if failure to do so would probably result in a threat to your health or safety or that of others.

Finally, "directory" type information such as your name, address and telephone number may be released without permission. However, the school must give public notice of the parts of your records that are classified as directory information. The school also must provide a reasonable amount of time to allow the parent or eligible student to notify the school not to reveal directory information concerning them.

The law also contains other exceptions and conditions. If you have any questions about the Act, you may wish to contact the Family Educational Rights and Privacy Act Office at the address below. This office will also respond to official complaints; however, you should first take all possible steps to enforce your rights by dealing with the school directly.

The Family Educational Rights and Privacy Act Office
Department of Health, Education, and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

Discrimination Against Minority Group Students

The Civil Rights Act of 1964 is a law that makes many types of discrimination against minority group members illegal. As a minimum, it provides another means of enforcing your constitutional rights. One part of it applies to schools that receive Federal funds. This section is Title VI, which states:

> No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance.[2]

This means that the law goes beyond banning the separate schools mentioned in the first section of this pamphlet. It also forbids discrimination as it occurs within the school. Under the regulations[3] made to enforce the Civil Rights Act, the school cannot:

1. Separate students within the school by race, color or national origin.
2. Provide different services or benefits to students because of their race, color or national origin.
3. Use methods for deciding what services the student is eligible for which have the effect of discrimination. (For example, suppose some students have been transferred from an all minority school that did not offer a journalism course. Their new school could not prevent them from working on the student newspaper because they had not had such a course.)
4. Discriminate in any way against students because of their race, color or national origin.

Number 4, above, is very general. It is worded that way because the Congress wanted to make all types of discrimination against minority groups in schools illegal. Thus, you cannot be disciplined, graded or in any way treated differently than other students because of your race, color or national origin while you are attending school.

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[2] 42 U.S.C. 2000d. (1964).

[3] HEW Reg. A, 45 C.F.R. § 80.3 (1975).

The first part of the pamphlet mentioned cases that the Supreme Court decided by interpreting the Constitution. Sometimes the Court also interprets laws enacted by Congress. In one such case in 1974, the Court considered whether, in addition to school policies commonly thought to be discriminatory, such as barring black students from a class, a specific type of discrimination was against the law under the Civil Rights Act of 1964. In that case, a group of parents claimed that certain policies of the San Francisco school system resulted in discrimination against their children. The children were of Chinese origin and could not speak English when they entered school. The schools they attended did not provide classes in English. The Supreme Court ruled that because the students could not benefit from school unless they could understand what they were being taught, they were being discriminated against under the Civil Rights Act.[4]

Thus, schools must take "affirmative steps" to overcome the problems of students who are prevented from effective participation in their education because they cannot speak or understand the language.[5] Teaching English as a second language is one possible step that a school could take to help students with this difficulty. Providing classes in the students' native language might be another.

If you believe that any of your school's policies do not comply with the Civil Rights Act, and your complaints to school officials have not resulted in effective change, you should send an official complaint to:

Director, Office for Civil Rights
Department of Health, Education, and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

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[4] **Lau v. Nichols,** 414 U.S. 563 (1974).

[5] 35 **Fed. Reg.** 11595 (1970).

Sex Discrimination

In 1972, the Congress outlawed discrimination by sex in many of the same ways which they outlawed racial discrimination in 1964 (previous section). The law,[6] Title IX of the Education Amendments of 1972 applies to students attending schools that receive Federal funds.

Title IX forbids schools from treating students of one sex differently than others. The rules that the government uses to enforce this law are a little more complicated than those forbidding racial discrimination. Under the rules,[7] your school cannot:

1. Provide separate classes or activities for male and female students. (For physical education courses, schools should be taking steps to follow this rule now. Elementary schools must complete these steps by July 21, 1976 and and secondary schools by July 21, 1978.)
2. Deny a student the right to take a course because of his or her sex. (For example, not allowing females to enroll in shop class.)
3. Apply different rules about physical appearance to male and female students. (For example, requiring males to cut their hair shorter than females.)
4. Make different disciplinary rules or enforce them differently on the basis of sex.
5. Refuse to allow a female student to take part in a class or activity because she is pregnant.* (The student may **voluntarily** join a special program of comparable quality to her regular classes.)
6. Refuse to excuse any absence because of pregnancy or refuse to allow the student to return to the same grade level which she held when she left school.

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[6] 20 U.S.C. § 1681 (Supp. IV, 1972).

[7] HEW Reg. 40 **Fed. Reg.** 24137 (1975).

* The school may require the student to get a doctor's approval before allowing her to participate in a class or activity, if such an approval is required of all students for other conditions requiring the attention of a physician.

For rule number 1 above, there are some exceptions:

1. Separate classes for sex education are allowed.
2. The school may separate students by sex within physical education classes for participation in contact sports such as football, basketball and wrestling.
3. The school may separate students with different levels of ability within physical education classes. If so, ability requirements must be the same for both sexes.
4. The school may have separate teams for the sexes:
   a. For contact sports.
   b. For any team sport in which students are selected to play on the basis of skill.

The rules about athletic teams are written in such a way as to make sure that female students have an equal chance to take part in sports. For example, under rule number 4 above, a school may, in some cases, have separate teams for the sexes. However, the school must allow members of both sexes to try out for a non-contact sport if there is only one team and members of one sex have been limited from participating on it in the past.

The school must also establish a grievance procedure for dealing with complaints concerning this Act. If, whether or not your complaint has been handled through this procedure, you believe that a violation exists, you should send an official complaint to the office below. Questions about Title IX may also be sent to this office:

Director, Office for Civil Rights
Department of Health, Education, and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

The Rights of Handicapped Students and Special Education

There are several laws that protect the rights of handicapped students. The Rehabilitation Act of 1973 insures that students shall, solely on the basis of their handicap, not be excluded from, denied the benefits of, or subjected to discrimination under any program or activity receiving Federal financial assistance.[8]

The Education of the Handicapped Act[9] establishes the right of a handicapped student to a free, appropriate public education. In order for a State to be eligible to receive funds from the Federal government to help pay for the education of handicapped students, the State must make available to every handicapped school age student a free, appropriate public education by September 1, 1978. Meanwhile, handicapped students and their parents presently have certain rights under this same Act. In order for you to be considered to be handicapped, tested to determine a handicap or placed in a special class, the school must:

1. First notify your parents that the school plans to change your educational placement.
2. Give your parents the chance to have an impartial hearing, examine all relevant records and obtain independent educational tests.
3. Protect your rights by assigning someone to act as a substitute if your parents are unknown or unavailable.
4. Make sure that the decision from the hearing will be binding, subject only to appeal.

Also, administrators, before placing a student into a special or separate class, must insure that to the greatest extent appropriate, the handicapped person is being educated with students who are not handicapped. The school must also make sure that testing and evaluation

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[8] 29 U.S.C. 794 (1973), **as amended**, 29 U.S.C. § 706 (6) (1974).

[9] 20 U.S.C. § 1401 **et. seq.** (1970), **as amended,** P.L. 93-380, (August 21, 1974); P.L. 94-142, (November 29, 1975).

materials used to classify and place a student are chosen and given in such a way that they are not racially or culturally discriminatory.

In addition, the school's policies in the area of special education must also comply with Title VI and Title IX.[10] For example, if the school failed to notify parents of their child's placement in their primary language, this might be a violation of Title VI. Similarly, if tests were chosen and given in such a way as to have a harmful effect on members of one sex, and on one or more racial or national origin groups, both Title VI and Title IX might be violated, as well as the Education of the Handicapped Act.

If you or your parents feel that your school is not following the rules under the Education of the Handicapped Act, complaints should be addressed to the Director of Special Education in your State Education Agency or to the office below. Official complaints should be made only after you have brought any violations to the school authorities' attention, and they have not begun to take steps to follow the rules.

The Bureau of Education of the Handicapped
Office of Education, Department of Health,
Education, and Welfare
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Also, if you believe that you, as a handicapped person, have been discriminated against, or that your school's special education policies are in any way discriminatory on the basis of sex, race or national origin, you should again look over the complaint procedures in the "Discrimination Against Minority Group Students" and "Sex Discrimination" sections of this pamphlet.

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[10] DHEW **Memorandum for Chief State School Officers and Local School District Superintendents,** August, 1975.

Appendix

If you are having legal problems with your school, there are several different sources of advice and/or representation that you should keep in mind. In addition to private attorneys, there are legal services organizations that will assist eligible clients in most communities. Also, it may be helpful to turn to one of the organizations below that offer advocacy and other services to young people in need.

American Civil Liberties Union Juvenile Rights Project
(Contact the main ACLU office in your state. If you are unable to locate it, then write or call the national office below for a referral.)
22 E. 40th Street
New York, New York 10016
(212) 725-1222

American Friends Service Committee
Boston Public Education Program
140 Clarendon St., 8th Floor
Boston, Massachusets 02116
(617) 262-0350
Other Offices of the AFSC:

Chicago Public Education Program
407 S. Dearborn Street
Chicago, Illinois 60605
(312) 427-2533

Citizens in Support of Student Rights
915 Salem Avenue
Dayton, Ohio 45406
(513) 278-4225

Alabama Community Relations Program
Suite 214
125 Washington Avenue
Montgomery, Ala. 36104
(205) 269-2761

Pasadena Public Education Program
980 Fair Oaks Avenue
Pasadena, California 91103
(213) 681-7651

High School Program (AFSC)
2160 Lake Street
San Francisco, Calif. 94121
(415) 752-7766

Appalachian Research and Defense Fund, Inc.
1116-B Kanawha Blvd., East
Charleston, West Va. 25301
(304) 344-9687

Appalachian Research and Defense Fund, Inc.
630 Maxwelton Court
Lexington, Kentucky 40508
(606) 257-2771

Barberville, Kentucky office:
(606) 546-5115

Prestonsburg, Kentucky office:
(606) 886-3876

Atlanta Southern Regional Council
(May provide referrals.)
52 Fairlie Street
Atlanta, Georgia 30303
(404) 522-8764

Children's Defense Fund
1520 New Hampshire Ave., N.W.
Washington, D.C. 20036
(202) 483-1470

Delta Ministry
520 N. President Street
Jackson, Mississippi 39207
(601) 355-7495

Education Law Center
(Provides services throughout New Jersey.)
605 Broad Street, Suite 800
Newark, New Jersey 07102
(201) 624-1815

Education Law Center
(Provides services throughout Pennsylvania.)
2100 Lewis Tower Bldg.
225 S. 15th Street
Philadelphia, Pa. 19102
(215) 732-6655

Lay Advocacy Project
2108 Payne Ave., Room 707
Cleveland, Ohio 44114
(216) 687-1638

Massachusetts Advocacy Center
2 Park Square
Boston, Mass. 02116
(617) 357-8431

Mexican American Legal Defense Fund
1028 Connecticut Ave., N.W.
Washington, D.C. 20036
(202) 659-5166

Other offices of the MALDF:

1015 Tijeras, N.W.
Albuquerque, New Mexico 87101
(505) 247-1070

201 North St. Mary's
San Antonio, Texas 78205
(512) 224-5476

145 Ninth Street
San Francisco, Calif. 94103
(415) 864-6000

New York Civil Liberties Union
84 Fifth Avenue
New York, New York 10011
(212) 924-7800

Organizing Committee for Student Advocacy
1706 S. University
Ann Arbor, Michigan 48103
(No phone as of date of publication.)

Program for Educational Opportunity
(Information service only.)
1046 School of Education
University of Michigan
Ann Arbor, Michigan 48103
(313) 763-9913

Project for the Fair Administration of Student Discipline
(Information service only.)
1042 School of Education
University of Michigan
Ann Arbor, Michigan 48109
(313) 763-9913

Queens Lay Advocacy Service
29-28 41st Avenue
Long Island City, New York 11101
(212) 786-9100

Student Press Law Center
(Concerned primarily with freedom of press issues.)
1750 Pennsylvania Ave., N.W.
Room 1112
Washington, D.C. 20006
(202) 872-1620

Tennessee Student Rights and Responsibilities Center
University of Tennessee
College of Law
1501 Cumberland
Knoxville, Tennessee 37916
(615) 637-1806

Williamsburg Neighborhood Legal Services
260 Broadway
Brooklyn, New York 11211
(212) 782-6195

Youth Advocacy Project of the Center for Community Issues Research
774 West Main Street
Rochester, New York 14611
(404) 522-8764

Youth Emergency Services
6816 Washington
University City, Mo. 63130
(314) 727-6294